



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5902 E Sweetwater, Scottsdale, AZ 85254

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Excelling  
2004-05 Highly Performing  
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Richard McCormick  
Schedule : 08:00 AM to 04:00 PM  
Grades : Pre-K-6  
Web Address :  
Phone Number : (602) 493-6080  
Fax Number : (602) 493-6085  
E-mail : rmccormick@pvschools.net

### Mission

The mission of Desert Shadows Elementary School is to lead students to individual excellence by creating a positive, collaborative and professional community.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Students will demonstrate strength in reading through comprehension of reading material and writing performance. Students will communicate effectively in written form, using Six Trait Writing.
- ü Students will be better able to solve problems, reason and communicate mathematically through an emphasis on the refinement of math instruction.
- ü We are working with Columbia University to help students achieve in the area of writing.

### Enrollment

October 1, 2005 School Year Student Enrollment : 556  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 105

## Instructional Programs

- ü Honors Classes
- ü Computer Classes
- ü On-site Special Education
- ü All Day Kindergarten
- ü Pre-School

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 20 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

It is the vision of the DSES community to have each student achieve his/her greatest potential and build a solid foundation for future success.

We believe parents, community and staff share the responsibilities for providing a supportive and nurturing environment that empowers children to be problem solvers, good decision makers, and life long learners and to instill in each student the confidence to succeed.

### Parents

Academic excellence can only be achieved with parent support. Parents participate in the educational process by visiting the school on a regular basis, serving on the site council, PTA and other committees.

## Transportation Policy

Bus transportation services are provided for Kindergarten students who reside farther than one-half mile from the school and for students in grades one through six residing farther than one mile.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Arizona Certified Board Teachers (2)	2000
ü A+ School Status	2001
ü Silver Apple Teacher of the Year	2002
ü Excelling School	2005

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	2516	80010	100	99	99	482	464	447	8	7	10	2	13	18	40	51	53	51	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1236	38935	100	100	99	481	462	447	9	7	9	NA	13	19	41	54	55	50	27	17
Male	31	1279	40974	100	98	98	483	465	448	6	7	11	3	13	18	39	48	52	52	32	19
African American	NC	88	4201	NC	100	99	NC	447	430	NC	11	17	NC	17	23	NC	60	51	NC	11	9
Hispanic	NC	556	34545	NC	99	99	NC	427	432	NC	21	14	NC	24	24	NC	46	53	NC	9	9
Asian/Pacific Islander	NC	95	2068	NC	99	99	NC	483	474	NC	2	4	NC	9	10	NC	48	50	NC	40	36
American Indian/Alaskan Native	--	14	3979	--	100	96	--	435	424	--	NA	17	--	50	30	--	43	47	--	7	6
White	56	1762	35142	100	99	99	483	475	465	7	3	5	2	9	11	39	52	56	52	36	28
Students with Disabilities	NC	347	10161	NC	93	93	NC	440	419	NC	16	28	NC	28	28	NC	39	36	NC	17	8
Students without Disabilities	56	2169	69849	100	100	100	491	467	451	2	5	7	NA	11	17	45	53	56	54	31	19
Limited English Proficient Students	NC	244	14013	NC	97	97	NC	395	413	NC	41	24	NC	36	34	NC	23	39	NC	0	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	599	39029	NC	99	98	NC	437	432	NC	14	14	NC	21	25	NC	52	52	NC	13	9
Non-Economically Disadvantaged	61	1917	40981	100	99	100	482	472	462	8	5	6	2	10	13	38	50	54	52	35	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	2495	79438	100	98	98	486	466	451	8	7	9	3	15	24	57	60	56	32	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1227	38775	100	99	99	488	471	457	9	6	7	NA	14	22	56	60	58	34	20	13
Male	31	1267	40560	100	97	97	483	462	446	6	9	12	6	16	25	58	61	54	29	15	9
African American	NC	88	4178	NC	100	98	NC	457	439	NC	10	13	NC	19	29	NC	58	52	NC	13	6
Hispanic	NC	550	34297	NC	98	98	NC	426	434	NC	23	14	NC	29	31	NC	44	50	NC	4	5
Asian/Pacific Islander	NC	95	2063	NC	99	99	NC	477	475	NC	2	3	NC	8	15	NC	71	63	NC	19	20
American Indian/Alaskan Native	--	13	3940	--	100	95	--	442	429	--	8	14	--	31	36	--	62	47	--	NA	3
White	56	1748	34887	100	98	98	486	479	471	7	3	4	4	11	15	59	65	63	30	22	18
Students with Disabilities	NC	329	9588	NC	88	88	NC	438	416	NC	20	30	NC	29	32	NC	41	34	NC	10	5
Students without Disabilities	56	2166	69850	100	100	100	495	470	456	2	5	7	2	13	23	61	63	59	36	18	12
Limited English Proficient Students	NC	239	13856	NC	95	96	NC	385	407	NC	49	27	NC	38	43	NC	13	29	NC	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	588	38685	NC	97	97	NC	437	435	NC	17	14	NC	26	32	NC	52	50	NC	6	5
Non-Economically Disadvantaged	61	1907	40753	100	99	99	486	475	467	8	5	5	3	12	16	56	63	62	33	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	2525	79971	100	99	99	463	446	423	8	4	8	13	27	41	63	63	49	16	6	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	1240	38974	100	100	99	472	459	437	9	2	5	6	21	33	59	68	57	25	9	4
Male	31	1284	40895	100	99	98	454	433	410	6	6	10	19	33	47	68	58	41	6	3	2
African American	NC	87	4203	NC	99	99	NC	426	411	NC	5	11	NC	40	45	NC	53	43	NC	2	2
Hispanic	NC	556	34481	NC	99	99	NC	409	410	NC	12	10	NC	41	46	NC	46	43	NC	1	1
Asian/Pacific Islander	NC	94	2067	NC	98	99	NC	466	449	NC	NA	4	NC	21	28	NC	66	60	NC	13	8
American Indian/Alaskan Native	--	14	3995	--	100	96	--	436	409	--	NA	10	--	43	47	--	57	42	--	NA	1
White	56	1773	35150	100	99	99	469	457	437	7	2	5	9	23	35	66	69	56	18	7	5
Students with Disabilities	NC	361	10258	NC	97	94	NC	408	377	NC	13	23	NC	42	51	NC	43	25	NC	2	1
Students without Disabilities	56	2164	69713	100	100	100	478	451	429	2	3	5	13	25	39	68	66	52	18	6	3
Limited English Proficient Students	NC	241	13985	NC	96	97	NC	369	382	NC	22	18	NC	59	54	NC	19	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	602	38994	NC	99	98	NC	415	409	NC	9	10	NC	44	47	NC	45	41	NC	2	1
Non-Economically Disadvantaged	61	1923	40977	100	99	100	463	455	437	8	3	5	11	22	34	66	68	56	15	7	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	2517	80147	100	99	99	517	502	482	4	7	11	1	10	17	52	46	49	43	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1217	39281	100	99	99	523	503	483	6	6	9	NA	11	17	47	45	50	47	38	24
Male	46	1297	40780	100	99	98	513	502	482	2	7	12	2	9	17	57	47	48	39	37	24
African American	NC	87	4249	NC	98	99	NC	475	464	NC	13	17	NC	16	22	NC	56	48	NC	15	13
Hispanic	NC	554	33494	NC	98	99	NC	470	466	NC	16	15	NC	20	23	NC	45	49	NC	19	14
Asian/Pacific Islander	--	79	2103	--	100	99	--	525	515	--	1	4	--	3	8	--	51	44	--	46	45
American Indian/Alaskan Native	--	34	4117	--	97	96	--	474	456	--	24	19	--	6	27	--	56	46	--	15	8
White	78	1761	36122	100	99	99	517	514	501	4	3	5	1	6	10	51	46	50	44	45	35
Students with Disabilities	11	375	10295	100	95	92	467	461	443	27	24	33	9	20	26	45	40	33	18	16	8
Students without Disabilities	71	2142	69852	100	100	100	523	509	488	NA	4	7	NA	8	16	54	47	51	46	41	26
Limited English Proficient Students	--	198	12722	--	98	97	--	428	441	--	37	27	--	32	33	--	29	37	--	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	610	38371	NC	97	97	NC	470	465	NC	15	15	NC	19	23	NC	50	49	NC	16	13
Non-Economically Disadvantaged	78	1907	41776	100	100	100	517	513	498	4	4	6	1	7	11	51	45	49	44	44	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	82	2496	79686	100	98	98	500	488	470	4	7	11	5	14	24	76	63	57	16	16	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1211	39163	100	99	99	512	494	475	6	6	9	NA	12	22	72	63	60	22	19	10
Male	46	1282	40438	100	97	97	491	483	465	2	9	13	9	16	25	78	63	54	11	12	7
African American	NC	86	4228	NC	97	98	NC	470	458	NC	13	15	NC	17	28	NC	58	53	NC	12	4
Hispanic	NC	549	33299	NC	97	98	NC	452	452	NC	22	17	NC	28	32	NC	45	47	NC	5	3
Asian/Pacific Islander	--	79	2097	--	100	99	--	505	490	--	NA	5	--	5	13	--	81	68	--	14	14
American Indian/Alaskan Native	--	34	4087	--	97	96	--	467	446	--	12	16	--	29	38	--	53	44	--	6	2
White	78	1746	35914	100	98	98	500	500	489	4	3	5	5	9	15	76	68	67	15	19	14
Students with Disabilities	11	353	9808	100	89	87	446	451	432	27	25	35	27	27	32	45	42	30	NA	6	3
Students without Disabilities	71	2143	69878	100	100	100	506	494	475	NA	4	8	1	12	23	80	67	61	18	17	9
Limited English Proficient Students	--	195	12594	--	97	96	--	408	422	--	51	34	--	36	45	--	12	21	--	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	601	38095	NC	96	97	NC	454	452	NC	19	17	NC	26	32	NC	50	48	NC	5	3
Non-Economically Disadvantaged	78	1895	41591	100	99	99	499	499	486	4	4	6	5	10	16	76	67	65	15	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	2507	80372	99	99	99	523	500	475	4	3	4	5	16	30	78	75	64	14	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	1217	39452	97	99	99	544	511	488	6	2	3	NA	11	22	69	79	72	26	9	3
Male	45	1287	40836	100	98	98	507	490	464	2	3	6	9	21	37	84	72	56	4	4	1
African American	NC	87	4264	NC	98	99	NC	495	465	NC	2	5	NC	18	35	NC	77	59	NC	2	1
Hispanic	NC	551	33608	NC	98	99	NC	467	462	NC	7	6	NC	30	36	NC	62	57	NC	1	1
Asian/Pacific Islander	--	79	2098	--	100	99	--	520	500	--	NA	2	--	8	16	--	80	75	--	13	7
American Indian/Alaskan Native	--	34	4128	--	97	97	--	494	464	--	3	4	--	21	39	--	74	56	--	3	1
White	76	1754	36213	99	99	99	522	510	489	4	1	2	5	12	22	76	79	72	14	8	3
Students with Disabilities	11	370	10526	100	94	94	423	455	427	27	9	15	18	43	53	55	46	31	NA	1	1
Students without Disabilities	69	2137	69846	97	100	100	535	508	482	NA	1	3	3	12	26	81	80	69	16	7	2
Limited English Proficient Students	--	193	12747	--	96	97	--	416	432	--	17	12	--	53	52	--	31	36	--	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	608	38521	NC	97	98	NC	468	461	NC	7	6	NC	31	38	NC	61	55	NC	2	1
Non-Economically Disadvantaged	76	1899	41851	99	99	100	521	511	489	4	1	3	5	12	22	78	80	72	13	8	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2706	79306	100	99	99	528	519	504	5	8	13	10	15	20	55	50	49	30	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1326	38845	100	99	99	524	519	505	2	7	11	13	16	20	60	52	50	24	25	18
Male	53	1379	40383	100	99	98	531	520	504	8	9	14	8	15	19	51	49	47	34	28	19
African American	NC	80	4171	NC	99	98	NC	498	485	NC	9	20	NC	30	26	NC	45	44	NC	16	10
Hispanic	NC	622	32673	NC	100	99	NC	485	487	NC	18	18	NC	30	25	NC	42	46	NC	10	10
Asian/Pacific Islander	--	75	2147	--	99	99	--	538	539	--	1	5	--	11	10	--	52	46	--	36	40
American Indian/Alaskan Native	NC	35	4034	NC	100	97	NC	500	479	NC	11	22	NC	29	29	NC	49	43	NC	11	7
White	88	1893	36234	100	99	99	531	531	523	5	5	6	10	10	13	53	53	52	32	33	28
Students with Disabilities	10	358	10286	100	95	91	NA	477	462	NA	32	41	NA	23	27	NA	37	27	NA	9	5
Students without Disabilities	88	2348	69020	100	100	100	536	525	510	NA	4	9	11	14	18	57	52	52	32	29	21
Limited English Proficient Students	--	182	10291	--	99	96	--	450	458	--	45	38	--	38	34	--	16	26	--	1	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	709	37437	NC	99	97	NC	489	486	NC	16	19	NC	28	26	NC	45	46	NC	11	9
Non-Economically Disadvantaged	96	1997	41869	100	100	100	528	530	521	5	5	7	10	11	14	54	52	51	30	32	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	2702	79000	100	99	98	509	503	489	6	7	10	9	17	24	68	63	58	16	14	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1321	38774	100	99	99	514	510	494	2	5	7	11	15	22	71	64	61	16	16	10
Male	53	1380	40150	100	99	98	505	497	485	9	9	12	8	18	25	66	62	55	17	12	8
African American	NC	80	4153	NC	99	98	NC	493	476	NC	3	13	NC	29	30	NC	59	53	NC	10	4
Hispanic	NC	623	32508	NC	100	99	NC	469	472	NC	17	15	NC	34	33	NC	47	49	NC	3	3
Asian/Pacific Islander	--	75	2142	--	99	99	--	514	510	--	4	4	--	15	14	--	63	67	--	19	16
American Indian/Alaskan Native	NC	35	4016	NC	100	96	NC	480	467	NC	9	14	NC	29	37	NC	57	46	NC	6	2
White	88	1888	36135	100	99	98	511	515	508	6	4	4	10	10	14	67	68	67	17	18	15
Students with Disabilities	10	352	9991	100	94	88	NA	464	449	NA	25	33	NA	29	36	NA	41	29	NA	5	2
Students without Disabilities	88	2350	69009	100	100	100	516	509	495	1	4	6	9	15	22	73	66	62	17	15	10
Limited English Proficient Students	--	182	10199	--	99	95	--	426	439	--	55	35	--	34	47	--	10	18	--	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	708	37234	NC	99	97	NC	476	472	NC	14	15	NC	32	33	NC	49	50	NC	4	3
Non-Economically Disadvantaged	96	1994	41766	100	99	99	509	513	505	6	4	5	9	11	16	68	67	65	17	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2704	79611	99	99	99	521	516	496	5	4	7	16	24	37	78	70	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	1330	39016	100	100	99	540	529	511	2	3	4	7	17	29	91	77	66	NA	3	1
Male	52	1373	40519	98	99	98	505	505	482	8	6	10	25	31	44	67	62	46	NA	1	0
African American	NC	80	4188	NC	99	98	NC	514	486	NC	4	9	NC	24	40	NC	70	50	NC	3	0
Hispanic	NC	620	32855	NC	99	99	NC	488	481	NC	8	10	NC	39	43	NC	52	47	NC	1	0
Asian/Pacific Islander	--	76	2149	--	100	100	--	529	519	--	4	4	--	16	24	--	75	70	--	5	2
American Indian/Alaskan Native	NC	35	3992	NC	100	96	NC	502	478	NC	3	10	NC	31	46	NC	66	44	NC	NA	0
White	87	1892	36380	99	99	99	522	526	511	5	3	4	17	20	30	78	75	65	NA	2	1
Students with Disabilities	NC	359	10664	NC	96	94	NC	463	440	NC	18	23	NC	45	54	NC	35	22	NC	2	1
Students without Disabilities	88	2345	68947	100	100	100	532	524	504	1	2	4	16	21	34	83	75	61	NA	2	1
Limited English Proficient Students	--	181	10362	--	99	97	--	425	438	--	24	22	--	62	57	--	14	21	--	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	706	37626	NC	98	98	NC	489	479	NC	8	10	NC	38	45	NC	53	45	NC	1	0
Non-Economically Disadvantaged	95	1998	41985	99	100	100	521	526	511	5	3	4	17	19	30	78	76	65	NA	3	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2629	79327	99	99	98	545	535	518	9	10	19	8	15	20	57	52	46	26	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1291	38961	95	99	98	543	538	520	14	9	16	5	15	20	54	54	48	27	23	16
Male	49	1337	40295	100	99	97	546	533	516	6	12	21	10	15	19	59	51	44	24	22	16
African American	NC	90	4247	NC	100	98	NC	509	499	NC	20	27	NC	19	24	NC	51	41	NC	10	8
Hispanic	NC	546	32327	NC	99	98	NC	503	499	NC	23	27	NC	25	25	NC	44	41	NC	8	8
Asian/Pacific Islander	NC	84	1939	NC	99	99	NC	558	556	NC	4	6	NC	10	10	NC	55	47	NC	32	36
American Indian/Alaskan Native	--	29	4391	--	100	96	--	512	489	--	17	32	--	17	27	--	55	36	--	10	4
White	76	1879	36373	96	99	98	548	545	538	8	6	10	7	12	14	58	55	52	28	27	25
Students with Disabilities	NC	343	9321	NC	94	87	NC	482	467	NC	38	54	NC	27	22	NC	30	21	NC	5	3
Students without Disabilities	79	2286	70006	100	100	100	549	543	524	5	6	14	6	13	19	61	56	49	28	25	18
Limited English Proficient Students	--	132	9431	--	99	95	--	456	466	--	59	53	--	30	27	--	11	18	--	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	10	618	37097	91	98	97	NA	504	498	NA	21	27	NA	24	25	NA	48	41	NA	7	7
Non-Economically Disadvantaged	76	2011	42230	100	99	99	548	545	535	8	7	11	7	12	15	59	53	50	26	27	24

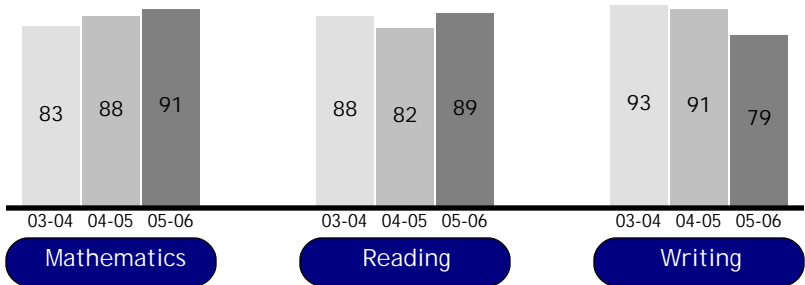
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	2634	79501	100	99	98	526	513	497	5	6	10	13	17	25	72	70	60	11	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	1296	39062	100	100	99	522	519	502	8	4	8	13	15	23	77	72	64	3	10	5
Male	49	1337	40368	100	99	98	529	507	491	2	8	13	12	19	27	67	69	57	18	5	3
African American	NC	90	4279	NC	100	99	NC	496	485	NC	14	14	NC	18	30	NC	64	54	NC	3	2
Hispanic	NC	545	32389	NC	99	98	NC	482	478	NC	15	16	NC	34	34	NC	48	48	NC	3	1
Asian/Pacific Islander	NC	84	1936	NC	99	99	NC	527	519	NC	1	3	NC	12	14	NC	77	73	NC	10	9
American Indian/Alaskan Native	--	29	4401	--	100	96	--	493	473	--	10	17	--	21	40	--	69	43	--	NA	1
White	78	1885	36446	99	100	99	527	522	516	5	3	4	9	12	15	74	76	73	12	9	7
Students with Disabilities	NC	349	9411	NC	96	88	NC	468	453	NC	24	36	NC	34	36	NC	41	26	NC	1	1
Students without Disabilities	79	2285	70090	100	100	100	532	519	502	1	3	7	10	14	24	76	75	65	13	8	5
Limited English Proficient Students	--	130	9401	--	97	94	--	433	443	--	52	40	--	41	46	--	8	14	--	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	11	620	37183	100	99	97	496	485	479	9	14	16	36	29	34	55	55	49	NA	2	1
Non-Economically Disadvantaged	77	2014	42318	100	100	99	530	521	513	4	3	5	9	13	17	74	75	70	13	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2642	80000	100	100	99	610	587	564	1	1	3	5	6	11	61	74	75	33	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	1295	39288	97	100	99	617	602	579	3	1	2	3	3	6	53	71	77	42	26	16
Male	49	1346	40644	100	100	98	604	572	549	NA	2	4	6	9	15	67	78	74	27	11	7
African American	NC	92	4307	NC	100	99	NC	571	551	NC	3	4	NC	10	13	NC	77	75	NC	10	7
Hispanic	NC	549	32672	NC	99	99	NC	561	548	NC	3	4	NC	10	14	NC	81	76	NC	6	6
Asian/Pacific Islander	NC	85	1945	NC	100	99	NC	611	592	NC	NA	1	NC	1	4	NC	66	69	NC	33	25
American Indian/Alaskan Native	--	29	4424	--	100	97	--	565	549	--	3	3	--	7	14	--	86	77	--	3	5
White	77	1886	36602	97	100	99	612	594	579	1	1	2	4	5	7	57	73	75	38	22	16
Students with Disabilities	NC	357	9919	NC	98	93	NC	535	505	NC	4	9	NC	26	35	NC	67	54	NC	2	2
Students without Disabilities	79	2285	70081	100	100	100	616	594	571	NA	1	2	3	3	7	61	75	79	37	21	12
Limited English Proficient Students	--	129	9571	--	96	96	--	489	502	--	14	10	--	30	29	--	56	60	--	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	11	620	37534	100	99	98	568	561	547	NA	2	4	18	11	15	73	80	76	9	6	5
Non-Economically Disadvantaged	76	2022	42466	100	100	100	616	594	578	1	1	2	3	4	7	59	73	75	37	22	16

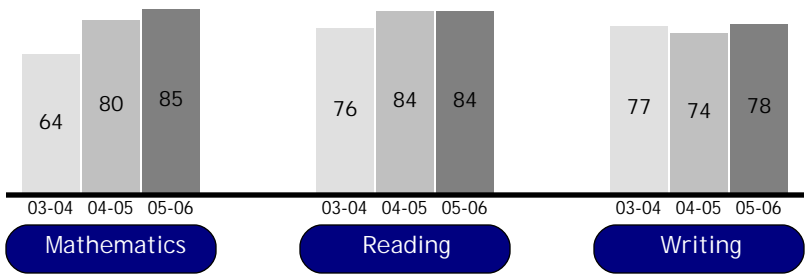
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	76	NA	58	98	68	55	47	100	72	56	46
	Language	96	70	59	50	98	72	55	47	100	72	58	48
	Mathematics	97	78	68	64	100	71	56	50	100	78	58	52
3	Reading	99	76	NA	55	98	60	56	44	100	78	61	46
	Language	95	79	69	61	98	62	55	44	100	70	58	46
	Mathematics	95	86	69	61	98	66	60	51	100	76	63	52
4	Reading	96	79	NA	56	97	63	58	48	98	73	65	52
	Language	97	68	63	52	97	65	57	49	98	75	65	52
	Mathematics	97	82	72	61	97	65	61	53	98	78	70	58
5	Reading	96	75	NA	55	99	62	58	50	100	70	65	56
	Language	96	69	60	49	99	67	59	50	99	70	65	54
	Mathematics	96	74	72	63	99	63	57	49	100	67	63	52
6	Reading	97	83	NA	56	98	62	61	51	99	78	67	56
	Language	92	78	61	48	98	64	57	47	98	70	61	50
	Mathematics	95	90	76	66	98	67	62	52	97	79	68	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Desert Shadows Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Develop Site Council Mission
- Ü Develop Site Council Goals
- Ü Parent/Educator Relations
- Ü Extracurricular Activities
- Ü Develop schools vision statement
- Ü Long Range Planning

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	3.00	Teacher Aide	18.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	4	2	0	0
7 to 9 years	1	1	0	0
10 or more years	10	14	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	81
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	1%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab
- Ü Two Multimedia Stations
- Ü Multimedia Carts in Each Room
- Ü Mobil lab

### Extracurricular Activities

- Ü Student Council
- Ü Chorus 4-6
- Ü Band 5-6
- Ü Strings 5-6

### Social Services

- Ü Before School Child Care
- Ü Afterschool Child Care
- Ü Breakfast Program
- Ü Lunch Program
- Ü Enrichment Programs
- Ü Tutoring

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

ü We receive annual Artist-in-Residence grants from the Phoenix Arts Commission and Arizona Commission of the Arts.

ü We are a Maximizing Technology Instruction (MTI) school. We have a new iMac Computer Lab and iMacs in every classroom.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	94	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Desert Shadows Elementary School has a schoolwide policy of respect. Students study character education in an integrated model in their daily classroom work. Monthly safety drills keep us current in our safety practices.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Richard McCormick	(602) 493-6080
Transportation Policy	Doug Curry	(602) 493-6320
Community Resources	Jane Tate	(602) 867-5209
School Nutrition Programs	Odet Shahbandenasihi	(602) 493-6080
Parent Organization	Beth Thomas	(602) 493-6080
Student Health/Nurse	Marilyn Bannon	(602) 493-6080

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.